

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## ***THE HYDROFOIL MYSTERY***

### **PHOTOSTORY EPILOGUE: SUMMER 1918**

Now that we've read and discussed *The Hydrofoil Mystery*, it is your task to imagine where Billy, Casey, Mr. Bell, and the rest of the characters have ended up one year after the conclusion of the novel.

Imagine it is the summer of 1918, one year after Billy has saved the hydrofoil from destruction. Think about what he has accomplished during the year in Halifax, and his feelings about returning to Beinn Breagh for this summer. What is he most looking forward to? Does he have any anxieties returning to Mr. Bell's estate? What have the other characters been up to over the winter months? What expectations do they have of Billy upon their return?

You will complete this assignment by following the steps below:

#### **STEP #1: BRAINSTORM WITH A STORYBOARD**

Gather your thoughts by completing the storyboard distributed in class. Think about the beginning, middle, and end of your epilogue, as well as the characters you will involve. Think also about the images you will use to tell your epilogue, as well as the words you will speak to narrate it. Think about the transitions between each frame as well.

You will have several days in class to work on this. It is due at the end of class on \_\_\_\_\_.

#### **STEP #2: CREATE A PHOTOSTORY**

Once your storyboard has been returned with your teacher's comments, you will use it to create your photostory epilogue in the computer lab. You will have several days in class to work on this. Your final submission is due at the start of class on \_\_\_\_\_.

#### **STEP #3: SHARE YOUR PHOTOSTORY WITH THE CLASS**

Finally, you will share your photostory with the class. Be prepared to provide us with a summary of your epilogue before presenting, and to answer questions about the content of your epilogue as well as decision you made in the creation of your photostory. Presentations will begin at the start of class on \_\_\_\_\_.

The rubric on the reverse of this page will be used to evaluate your work.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

<b>CRITERIA</b>	<b>LEVEL R (0-4 MARKS)</b>	<b>LEVEL 1 (5 MARKS)</b>	<b>LEVEL 2 (6 MARKS)</b>	<b>LEVEL 3 (7 MARKS)</b>	<b>LEVEL 4 (8-10 MARKS)</b>
<b><u>Storyboard</u></b> Use the stages of the writing process	Storyboard is not submitted, is submitted but is partially complete, or makes highly limited use of images and words to plan out photostory, and rough notes about beginning, middle and end show highly limited plot development of the epilogue	Storyboard makes limited use of images and words to plan out photostory, and rough notes about beginning, middle and end show limited plot development of the epilogue	Storyboard makes some use of images and words to plan out photostory, and rough notes about beginning, middle and end show some plot development of the epilogue	Storyboard makes use of images and words to plan out photostory, and rough notes about beginning, middle and end show coherent plot development of the epilogue	Storyboard makes thorough use of images and words to plan out photostory, and rough notes about beginning, middle and end show thorough plot development of the epilogue
<b><u>Photostory</u></b> Demonstrate an understanding of, interpret, and create a variety of media texts	Photostory is not submitted, is submitted but is partially complete, or is submitted but makes highly limited use of images and words to tell the epilogue	Photostory makes limited use of images and words to tell the epilogue	Photostory makes some use of images and words to tell the epilogue	Photostory makes use of images and words to tell the epilogue	Photostory makes thorough use of images and words to tell the epilogue
<b><u>Presentation</u></b> Use speaking skills and strategies to communicate in English for a variety of classroom and social purposes	Student does not present their summary, or speaks in a manner that makes it almost impossible to hear and/or understand what they are saying	Student does not speak loudly, clearly, or make use of eye contact and expression, and speaks with limited confidence when sharing their summary	Student attempts to speak loudly, clearly, makes some use of eye contact and expression, and speaks with some confidence when sharing their summary	Student speaks loudly, clearly, with the use of eye contact and expression, and speaks with some confidence when sharing their summary	Student speaks loudly, clearly, with the thorough use of eye contact and expression, and speaks with confidence when sharing their summary

**TOTAL: \_\_\_\_\_/30**